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ABSTRACT

The committee reviewed the continuing education needs of state library professional personnel, although the report has applicability for all levels of personnel in all libraries. The greatest immediate need was for the continuing education for consultants and consultant techniques. The state library administration must understand the consultant role and participate in his educational role. The participative laboratory method of adult learning is most successful to educate consultants and administrators. The committee recommended education of a representative from each library under a program of five days duration beginning in 1971, which would be self-supporting. Establishment of a National Advisory and Action Committee for Continuing Education of State Library Personnel was also recommended, as was the responsibility for continuance of the initial program by that Committee. The development of new materials and packaged programs to support a continuing effort is also recommended. (AB)

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EDUCATION OF STATE LIBRARY PERSONNEL

A report with recommendations relating to the continuing education of state library agency professional personnel

by the

American Library Association

Association of State Library Agencies

and the

Library Education Division

Interdivision Committee on Education

of State Library Personnel

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American Library Association
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INTRODUCTION

The original charge by the (then) American Association of State Libraries and the Library Education Division to their Interdivisional Committee on Education of State Library Personnel stated these objectives:

1. To assess the needs of professional personnel performing functions unique to state library agencies, with emphasis on the consultant and administrative-supervisory personnel;
2. To recommend means and methods of designing educational programs to meet these education needs;
3. To recommend a structure for carrying out this programming.

These two ALA divisions have been particularly aware that the educational needs of state library agency personnel are at once both unusual and significant. It has been suspected that these educational needs were not being met adequately.

Change in our society affects all institutions, and because the state library agency has a special responsibility to serve as a change agent for libraries of all types, the need for the continuing education of state library agency professionals is particularly significant. State librarians and their professional staff members have been concerned for many years that their unique educational needs were not being adequately met in terms of quantity, quality, methodology or content. For this reason the ASL leadership formed an interdivisional committee with LED to examine the current situation and make recommendations for needed change.

The primary emphasis of this report is on continuing, rather than on formal, education although the content needs suggested in our report are applicable to either. In a sense, all education, whether formal or informal, can be thought of as "continuing."

In order to accomplish the educational goals described in this report, it will be necessary for state library agencies to cooperate with other agencies and institutions, especially graduate schools in the fields of librarianship, communications, and related disciplines; professional associations; and regional and national agencies in higher education. Further, programs for continuing

education of state library agency personnel should be built on strengths which already exist. At present the Committee sees these strengths as including WICHE's (Western Interstate Commission for Higher Education) Continuing Education Program for Library Personnel, other regional higher education organizations, regional library associations, and the present interest of many library leaders.

The Committee has attempted to make practical suggestions for the implementation of its recommendations. But it will be necessary for members of the Association of State Library Agencies to make both financial and philosophical commitments, if the continuing education needs of its constituency are to be met. For this reason, the assumption has been made that the audience for the programs we describe both *needs* and *wants* to improve their professional education.

As noted in the report, the Committee does not recommend fifth year level courses designed specifically for potential state library personnel. We would recommend, however, that graduate library school curricula include two important content areas, both for the immediate value of those who will work in state library agencies, and also for the important background knowledge of those who, though not working in state library agencies, will find state libraries increasingly relevant to their careers and their libraries. The "Objectives and Functions of State Library Agencies" should be a required part of each student's program (in many schools this would be handled in the introductory course, or courses, such as Foundations, or Library and Society). The techniques and attitudes necessary for consulting and interviewing should also be a required item in the curriculum (these are now found most often in Adult Services courses, but are also treated to a limited extent in Reference, Administration, etc.).

The Committee submits its report to the Board of Directors of the Association of State Library Agencies, and of the Library Education Division, and also to the ALA Office of Library Education, with full realization that its report is an exploration into an area vast and important. Undoubtedly we have left some areas unexplored. If our recommendations are implemented, a National Advisory and Action Committee for Continuing Education of State Library Personnel will continue to explore these areas, modify our findings, nurture and build a sound, accessible program.

The work of this committee was conducted under a grant from the H. W. Wilson Foundation. The committee wishes to express its appreciation for the financial and psychological support of the H. W. Wilson Foundation, which made possible the identification of needs, the 1969 survey of educational activities designed for state library professional personnel, hearings and communications with many library educators, state library agency practitioners, and others concerned, and the investigation of parallel activities in other professional associations, as well as the printing of a discussion draft to seek suggestions and additional input, and the publication and distribution of this final report.

The Committee is fully committed to the objectives identified in our original charge, and submits this report with the strong hope that we have conveyed our feeling of the urgent need to expand and improve continuing educational activities for state library agency personnel.

ASLA/LED Interdivisional Committee on
Education of State Library Personnel

Peter Hiatt, Chairman
Lawrence A. Allen
Kenneth F. Duchac
Richard B. Engen
John Andrew Fisher
Dorothy C. Smith

I. CONCLUSIONS AND RECOMMENDATIONS

1. The Committee began its assignment by looking at the continuing education needs of state library professional personnel, but quickly concluded that we were actually reviewing the continuing education needs of *all library personnel*. The Committee was specifically charged with the responsibility for examining the education of state library professional personnel, and this report fulfills that charge. It is obvious, however, that most of the report can be applied equally well to all levels of library personnel in all types of libraries.

2. It was also concluded that within the state library agency, the greatest immediate need was for the continuing education of *"consultants"* (this was expressed by many state librarians). This was not to demean or downgrade the need for continuing education of the other professional personnel, but rather to emphasize the prime importance of consultants learning to "help" rather than "do" for the client. Further, it was concluded that others in the state library not typically called consultants do actually function at times in this important role and should have the training to be made more effective. For example, the archivist or reference librarian is in need of consultant skills and knowledge.

3. If the central concern of the library consultant is to effect change, then he can be more effective if his *state library administration* understands that role, and participates in the educational process with the consultants.

4. Although important program *content* to meet the needs of state library personnel can be identified (management techniques, skills of educational programming, and new technology are typical examples), of greatest importance appears to be the need for *consultant techniques*, especially an understanding of group processes and interpersonal communication skills.

5. When considering the education of state library professional personnel and the appropriate *educational methodologies* applicable to the best learning, it became evident that the participative, *laboratory method* of adult learn-

ing was most useful to achieve the best results in the education of consultants and administrators.

6. To *implement educational activity*, the Committee recommends an initial program for state library consultants which will provide the basis for a continuing education program for all state library professional personnel. This program is outlined as follows:

   A. The purpose of this program would be to educate a representative from each state library who, in turn, would return to his agency as the coordinator of continuing education for state library personnel. This may or may not be a full-time position, but the Committee concludes that it is essential for someone to assume major responsibility for the function of continuing education and staff development.

   B. The specific objectives of the program would be to help these representatives gain the knowledge, skills and attitudes necessary for performing their consultant tasks. Management, interpersonal communications, educational programming and design, and the consultant role in the change process would be emphasized. In essence, it would be a "Training the Trainers" (Triple T or TTT) program, with a multiplying effect resulting when each of the state library trainers returns home prepared to design and carry out a continuing education program for his colleagues.

   C. The program would be scheduled in 1971, under the auspices of the Western Interstate Commission for Higher Education's Continuing Education Program for Library Personnel in Boulder, Colorado.

   D. The program should be of five days duration.

   E. Because of the importance of this initial program, Dr. Allen and Dr. Hiatt of this Committee, and Dr. Robert E. Lee, and Miss Barbara Conroy (the same four-member team that developed the plan for continuing education of library personnel at WICHE) are willing to volunteer their services so that the only cost would be transportation,

facilities and materials, i.e., institute expenses.

F. The initial TTT Institute must be self-supporting. The Committee suggests that each state library agency contract with WICHE's Continuing Education Program for Library Personnel to conduct the program and coordinate the follow-up aspects. Alternatively, each state library agency could pay WICHE a "registration fee" which would cover all institute expenses and participants' travel and expenses. In either case, funds not spent would become a resource bank to be administered by the National Committee. These remaining funds would be utilized for travel for the follow-up consultant activities. The four consultants would be available to consult with those state library agencies which were ready to set up personnel development programs for their staffs. The funds in the resource bank would be allocated by the National Committee on the basis of need for consultant services and the state library's preparation. Since WICHE has the only currently existing regional continuing education program, it would be able to handle the necessary arrangements for the institute.

G. In addition to tapping their own budgets, interested state library agencies could seek funds for this program from LSCA and Higher Education Act Title II B. The 1970 Intergovernmental Personnel Act, though not yet funded, is another possible source. A group of state libraries could apply for a grant through their regional USOE Office to the Civil Service Commission for support of the TTT Institute.

7. It is further recommended that a *National Advisory and Action Committee for Continuing Education of State Library Personnel* be established. It is hoped that this National Committee could serve as the prototype for a national committee for continuing education of all library personnel. The National Committee would be composed of eleven members, meet twice yearly, and have the following functions:

a) To be responsible for coordinating with the Continuing Education Program for Library Personnel of the Western Interstate Commission for Higher Education (WICHE).

b) To implement and test on the national level, programs and materials developed by WICHE's Continuing Education Program for Library Personnel.

c) To stimulate greater interest among library personnel in continuing education.

d) To develop a structure to assure continuity in continuing education.

e) To aid state library agencies and library schools in developing and implementing continuing education programs for library personnel.

f) To act as a clearinghouse for information on continuing education activities of interest to library personnel.

g) To work toward the establishment of a national office for continuing education of library personnel (not limited to either state library personnel, or to professional personnel).

8. It is suggested that the initial TTT program be viewed as a "seed" program to get the entire project off the ground. The essence of the program would be realized in the continuing education programs conducted by the states themselves, through the use of the resource bank and other funds as available on a local basis. Thus, the initial program would "spark" the basis for continuing education in the states and regions by providing trained personnel, and the National Committee would be the continuing vehicle to maintain and stimulate interest in continuing education of state library personnel. The TTT program would be the first responsibility of the National Committee, which would take over guidance of the entire project from the present ASLA/LED Committee.

9. A final recommendation, which cannot be immediately implemented, is to facilitate the necessary development of materials to aid in the continuing

education of state library personnel. Tapes, programmed learning texts, audiovisual and other educational equipment, and packaged programs for use in libraries in remote areas should all be prepared and tested. Such materials and programs would support the state trainers' continuing education efforts. Once an office for continuing education is established at ALA, materials developed for the program could also be a source of funds through sale to agencies throughout the country.

II. PURPOSE AND OBJECTIVES

Purpose

The primary purpose of this report is to assess the areas of continuing education pertinent to state library professional personnel and to develop recommendations for a program that will help meet these needs. In short, the purpose is to provide a visible means of programming for what would seem to be a somewhat forgotten audience in library education.

Objectives

To achieve the primary purpose of this report, the Committee set the following objectives:

1. To make an *assessment of available continuing education opportunities* of value to state library professional personnel.
2. To define the *audiences*, and to determine their educational priorities.
3. To assess the *educational needs and/or competencies* of the audience, i.e., state library professional personnel.
4. To suggest the areas of *content*, both general and specific, i.e., knowledge, skills and attitudes, necessary to develop the competencies needed by this audience.
5. To recommend *educational methodologies* that would be most appropriate to accomplish the goal of achieving "content competency" on the part of all audiences involved.
6. To recommend a *program of implementation* which would be both immediate and long range as a means of achieving the primary purpose of this report.

III. THE BACKGROUND: CURRENT STATE-OF-THE-ART

In the late summer of 1969, an inquiry into continuing education programs being conducted by state libraries for their own professional personnel elicited strong and virtually unanimous interest in such programs. Few states, however, had been able to initiate specific programs. A group of state librarians in the West are supporting a WICHE (Western Interstate Commission for Higher Education) program for this purpose. The Ohio State Library in cooperation with Ohio State University's College of Administrative Science arranged a two-week seminar for state consultants. New England state agencies had hoped to have a second joint workshop for state consultants in their region, to be a follow-up of the one held in 1967 with the help of the University of Rhode Island's Graduate Library School, but these plans are still in abeyance. New York and Washington have recently added staff members whose area of responsibility is the development of statewide continuing education programs.

In other states two types of programs are most frequently found: (1) in-house orientation and in-service training, largely through staff meetings; and (2) sending staff to workshops, institutes, seminars, etc. offered by other agencies. More rarely, outside consultants have been brought into state libraries for specific training sessions, or, staff members have been sent to observe and confer with their counterparts in other state or large libraries. Where the state library is part of a larger structure, such as the State Education Department, there are often provisions for educational leave to pursue graduate study, and in at least one state, for sabbaticals. In some states, continuing education programs of a broad variety are directed at meeting the needs of librarians in the field, and state library staff, participating in various capacities, are presumed to benefit.

As of the writing of this document and to the knowledge of the authors, four institutes or workshops have been conducted specifically for state library consultants. In September 1967, New England had a three-day workshop for state consultants; a similar one was held in Wyoming for the Western States Conference in September 1969. In November 1969 Ohio State University conducted a two-week

workshop, and in February 1970 a three-day Laboratory Learning Workshop was held for State Library and State Education Department consultants in Sacramento, California. (A copy of the program and its evaluation is included in the Appendix as an example of what might be done in other states).

In addition, as a part of their institute, "Public Library Service for the Inner-City Disadvantaged," the Indiana University Graduate Library School and the Indiana State Library included an experimental consultant-development package, in which three state library consultants and the state librarian received intensive training in group processes and the consultant role, and then developed their expertise in the role of resource and reactor team for the institute.

In conclusion, the need for updating and improving personnel is recognized by state library agencies, and continuing education activity is increasing. The great majority of state libraries support the concept of programs for professional staff development, are making use of such opportunities as are available, but have been able to do little in the way of initiating specific programs.

IV. AUDIENCE

Like all human beings, state library professional personnel need to learn new facts, methods of operating and modes of response, as a consequence of living in a changing world. For some members of the library profession, established programs exist which can provide the input to keep up-to-date and remain relevant to current needs. For others, there is only tenuous and occasional activity to meet the needs for continuing education. State library professional personnel are among these others.

Consequently, it is primarily to the needs of state library personnel, who have access only fitfully to continuing education opportunities, that this document is addressed. Only one library school course specifically designed for state library personnel has been identified.[1] This Committee supports those library educators who believe that such specialization is both inappropriate and impractical at the first professional degree level.

Formal educational programs exist for personnel engaged in standard library operations, such as reference and bibliography, collection building, organization of collections, administration, archives, buildings and equipment, and personnel. The functions of state library agencies for which neither continuing educational programs, nor, as a rule, formal educational opportunities, exist are those concerned with (1) the consultant category; and (2) the supervisory and administrative job titles. Consequently, this report emphasizes the education of these two primary audiences. It should be pointed out, however, that the educational content and methods used to educate these two audiences will have applicability to many others in state library agencies, i.e., to those performing more standard library operations.

In total numbers, consultant and supervisory/administrative personnel are a small group, an estimated 500, and are spread across the fifty states. Yet the personnel who perform these functions are responsible for developing useful, practical plans for statewide library service, and for cooperative programs between types of libraries, for providing encouragement, advice and evaluation of local library service, and for fulfilling demanding state leadership roles.

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1 Kent State University, School of Library Science

The administrative/supervisory functions, which may also be termed management in a general sense, are fairly well defined. That is, they have been delineated by some key people in management (and others), so that a body of knowledge has been created and can be drawn upon for educating state library professional personnel in the areas of administration and supervision.

The consultant functions, specifically the state library consultant functions, are not clearly defined or discrete. The consultant is the professional "helper," not the professional "doer." The consultant function pervades all professional positions in the state library. A thorough understanding of this function is therefore as important for administrative and other personnel performing standard functions as it is to those identified as "consultants." It is very important that the consultant have a knowledge of his field, i.e., what he is consulting in or about. But more importantly, it is imperative that he have the skill of knowing how to relate his knowledge to his client in a meaningful, acceptable way.

If we are to view the state library consultant in his role of consultation, then a definition of this role is necessary. A comprehensive definition of consultation is given by Ronald Lippitt in his "Dimensions of the Consultant's Job," (*Journal of Social Issues*, Vol. 15, No. 2, 1959, pp. 5-12):

1. The consultation relationship is a voluntary relationship between
2. a professional helper (consultant) and help-needing system (client)
3. in which the consultant is attempting to give help to the client in the solving of some current or potential problem,
4. and the relationship is perceived as temporary by both parties.
5. Also, the consultant is an "outsider," i.e., is not a part of any hierarchical power sy tem in which the client is located.

The client is generally conceived to be any social unit: industrial organization, library, hospital, family, staff or an individual. The consultant is usually a professional helper from "outside" such as a social worker, minister, human relations trainer, or management consultant. In essence, the role of the consultant is that of "helper." In this respect, it is an art requiring mastery of both subject content and communication skills. The library consultant must be able to relate his knowledge to the people he is helping. However, the ability

to impart technical know-how in a meaningful way is contingent upon the very important mastery of the skills of human relations. In short, to what avail is our technical excellence if its use is blocked by our own lack of skill in working effectively with people? Perhaps the extreme importance of human relations skills can be better demonstrated by looking at typical questions and problems a consultant faces in any application of his role. These seven questions, taken from Lippitt's article cited above, depend on an understanding of the consultant process for resolution.

1. What seems to be the difficulty? Where does it come from? What's maintaining it?
2. What are my motives as a consultant for becoming involved in this helping relationship? What are the bases of my desire to promote change?
3. What seem to be the present, or potential, motivations of the client toward change and against change?
4. What are my resources, as a consultant, for giving the kind of help that seems to be needed now, or that may develop?
5. What preliminary steps of action are needed to explore and establish a consulting relationship?
6. How do I as consultant guide, and adapt to, the different phases of the process of changing?
7. How do I help promote a continuity of creative changeability?

The very nature of consultant and supervisory/administrative jobs demands a broad education and wide experience as prerequisites. Most personnel holding these job titles bring only education and experience to their crucial advisory and decision-making positions. No other single category of library personnel has less opportunity for continuing education on a systematic basis.

V. ASSESSMENT OF EDUCATIONAL NEEDS AND CONTENT

State library agency personnel, whether consultant, administrative, or other, depend on competencies which are either unique to or unusually important to performing their tasks. For example, the Allerton Conference on State Library Agency Consultants noted these special areas in which state agencies should be able to provide consulting services:

Technical processing
Library automation
Library laws
Personnel administration
Budgeting and financial administration
Communication techniques
Planning assistance for aid programs
Library building planning
Collection development
Public relations
Interlibrary cooperation[1]

The September 1968 meeting of the Midwest State Library Agencies identified the following needs for education and training of state library agency personnel:

Accounting
Administration
American minorities (Indians, Spanish-speaking, Negroes, etc.)
The art of lobbying
Automation and data processing
Bond issues and other promotional campaigns (such as the course given at the University of Wisconsin Library School)
Communications skills
Construction of library buildings
Federal programs with state library implications (model cities, neighborhood service programs, state technical services, etc.)
Interfacing the operations of the state library and the metropolitan library
Interlibrary cooperation
Library systems
Personnel management
Political science
Program planning and budget
The psychology of interviewing
Public finance
Public relations
Research methods

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[1] Garrison, Guy, ed., *Changing Role of State Library Consultants: Report of a Conference Held at Allerton House, Monticello, Illinois, November 26-29, 1967.* University of Illinois Graduate School of Library Service, Monograph Series No. 9, 1968.

Service to state hospitals, prisons and institutions
Service to the visually and physically handicapped
State government operation
Statistics
Urban problems

The continuing education needs most often identified for library personnel in general are:

Administrative and managerial skills and abilities

Role of libraries and their relevance to contemporary social issues and concerns

Changing patterns of library service, and current library developments (e.g., library systems, reaching the unreached, state-of-the-art)

Basic library skills (e.g., cataloging, reference, circulation methods)[1]

These needs are shared by state library agency personnel. However, the purpose of this Committee is to focus on those educational needs of state library agency professional personnel which are peculiar to them. Indeed, charged as they are with statewide library leadership responsibility, state library agency professional personnel should be the first target group for educational activity of the kind under discussion here.

The Committee found that the educational needs of state library agency professional personnel fell into two major groupings: content needs, such as knowledge of state law, and human relations skills, such as fostering attitude changes.

The professional needs most often identified by state library personnel include:

Methods of analytical analysis of problems
Techniques for setting priorities and establishing realistic objectives within long-range programs and purposes
Developing sound, workable plans and programs
Devising strategy for program implementation
Measuring and evaluating library activities and purposes

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[1] See, for example, Lee, Robert E.; Allen, Lawrence A.; Hiatt, Peter. *A Plan for Developing a Regional Program of Continuing Education for Library Personnel in the Western States.* Boulder, Colo., Western Interstate Commission for Higher Education, 1969.

All of these skills relate to state library agency personnel's overriding need for expertise and ability in working with individuals, institutions, and other agencies in order to instigate change. The consultant function is not unique to those so labeled in state library agencies, but is often shared by other professional personnel in the agency. For example, it is not unusual for the reference librarian or the technical services librarian to be called upon for advice.

The state library professional, and especially the consultant, must first gain a broad understanding of the library profession, as well as of library techniques. His professional education begins this process.

But the consultant also needs special skills in interpersonal relationships, e.g., communication, motivation theory and group psychology. He must know how to work with and through people, if he is to bring about long-term and lasting change. He must know the characteristics of planned change, its effect upon people, and how to institute change.

The consultant role also requires knowledge about management theory and techniques, e.g., organizational structure, power structures, leadership styles. He must know how to set up and run a meeting. He must be able to utilize training and teaching techniques so that he can design effective educational programs. He must understand the political process. These needs can be grouped into three general areas: behavioral sciences, management and administration theory, and library specialization.[1]

Behavioral Sciences

1. *Interpersonal Relationships*. Sometimes referred to as human relationships, but now broadened to include such things as group process, T-grouping, sensitivity training and a general use of the laboratory method of education.

2. *Communications Theory*. An understanding of communications on both the personal and organizational levels.

3. *Conference Leadership*. The ability to organize, conduct and evaluate effective meetings.

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[1] Drawn from Allen, Lawrence A. "Education of the State Library Consultant," in *Southeastern Librarian*, Spring 1968, p. 45.

4. *Adult Education Methods*. The skill of analyzing training needs and establishing and conducting an educational program to meet these needs. This would involve both the ability to utilize the correct method, i.e., workshop, conference, formal course, etc., and the appropriate techniques, i.e., group discussion, role-playing, lecture, etc. Examples of this are found in the work of Dr. Malcolm Knowles of Boston University.

Management and Administration Theory

1. *The Process of Change*. This may be found in a course possibly entitled cultural or organizational change. The important feature is to develop an understanding of how change takes place. Dr. Warren Bennis of the Massachusetts Institute of Technology has developed this concept in his book entitled, *The Planning of Change*.

2. *Management Theory*. An appreciation of the various schools of management current today, such as participative management and others as developed by people such as Douglas McGregor, *Human Side of Enterprise*, and Rensis Likert, *New Patterns of Management*.

3. *Management Functions*. An understanding of the various functions of management including such things as: public relations, personnel, motivation, leadership styles, etc.

4. *Public Administration*. A knowledge of state and local governmental agencies and how they function, public finance, community power structures, etc.

5. *Organizational Sociology and Psychology*. An emphasis upon how the organization functions in our society, with an understanding of the basic concepts of organizational change as expressed in the writings of Dr. Chris Angyris of Yale, Dr. Gary Steiner of Chicago and Dr. A. Maslow of Brandeis.

6. *Cultural Change*. A knowledge of basic sociological concepts such as socio-cultural change, community development, minority groups, community analysis, urban living, etc.

Library Specialization

1. *Current Trends and Problems*. An up-dating of the consultant's knowledge about current issues in the field such as automation, manpower, systems analysis, library architecture, etc.

2. *Library Specialty*. A seminar devoted to an in-depth study of the particular type of library or area in which the consultant hopes to work, i.e., school, public, college or special; library buildings, reference, etc.

3. *Library Research.* A critical analysis of present research and how to analyze research as a potential "consumer;" implementation of research.

4. *Internship.* This could be set up in a variety of ways but the objective is to put the theory into actual practice within a state library agency.

VI. EDUCATIONAL METHODOLOGY

The most important skill needed on the part of state library professional personnel is the ability to work with and through people to affect change in people and organizations. Consequently, as suggested earlier, the primary target for emphasis in the continuing education of state library personnel should be in the area of human relations and management. For that reason, the methodologies used in the education of the consultant and administrative personnel should be based upon what is commonly referred to as the "laboratory method." Briefly, this is a method that involves the participant in the development of his own objectives and learning, and depends primarily on the actual experience of "here and now" rather than on a transmission of knowledge via the lecture method (see Appendix A for a more comprehensive view of human relations laboratory training).

At the same time, it is recognized that the learning process takes place in a variety of situations utilizing a variety of methods and materials. For example, reading an article on sensitivity training can be, and is, educational in that it prepares a person for an actual group experience (see Appendix C for a comprehensive description of program guidelines).

This report does not list the myriad methods and techniques utilized in effective educational programming, but rather concentrates on specific program guidelines. These guidelines are the basis for developing any program, and should be used by any organization developing programs for the education of state library professional personnel. It is also assumed that all participants in this educational program will be adults and should be treated as such. For that reason, the principles of the "adult as a learner" have been included in Appendix B.

VII. IMPLEMENTATION

In the Committee's attempt to develop a feasible means of implementation, the programs of other professional organizations were investigated in order to gain some knowledge of how they keep their personnel "up-to-date" through continuing education. It is apparent that continuing education in the professions is becoming, indeed has become, a major facet of many national organizations representing an occupation or profession. Hoping that we might glean some ideas from these organizations, an inquiry was sent to a selected group. From the replies, we learned that in at least two instances, the American Hospital Association and the American Banking Association, national organizations carry on extensive educational programs of a complex nature, ranging from formal to informal education opportunities.

It would take a great deal of space to describe each of these organizations and the structure of their educational programs; however, each has an extensive program that involves a national network. Essentially, there is an office of education at the national headquarters plus regional and state organizations. The national office is responsible for coordination, and perhaps more importantly, for providing programs of a more advanced nature (experimental, if you will), and for developing materials for use by the regional and state associations (see Appendix H describing the American Hospital Association educational programming).

Many of the programs offered by these associations are self-supporting. Indeed, the continuing education workshops and institutes actually are self-supporting, and in some cases develop a funding surplus. The American Banking Association seems more advanced in the sense that it has a sequence of education, from local levels to the national, beginning to advanced, with certificates and graduation diplomas, actually a school in its own right.

It is, therefore, suggested that the American Library Association consider assuming this role at sometime in the future as delineated by the recommended following means of implementation.

Realizing that ALA is not in a position to mount an extensive program of continuing education, or, indeed, to establish an Office of Continuing Education, the Committee has developed what it believes to be a practical means of immediate implementation which has long-range implications for ALA and the full role it eventually could play.

For these reasons, the Committee is suggesting two immediate steps for implementation, and one long-range plan for later consideration. The Committee recommends an initial program for state library consultants which will provide the basis for a continuing education program for all state library professional personnel. This program is outlined as follows:

A. The purpose of this program would be to educate a representative from each state library who, in turn, would return to his agency as the coordinator of continuing education for state library personnel. This may or may not be a full-time position, but the Committee concludes that it is essential for someone to assume major responsibility for the function of continuing education and staff development.

B. The specific objectives of the program would be to help these representatives gain the knowledge, skills and attitudes necessary for performing their consultant tasks. Management, interpersonal relationships, communications, educational programming and design, and the consultant role in the change process would be emphasized. In essence, it would be a "Training the Trainers" (Triple T or TTT) program.

C. This program would be scheduled in 1971, under the auspices of the Western Interstate Commission for Higher Education's Continuing Education Program for Library Personnel in Boulder, Colorado.

D. The program should be of five days duration.

E. Because of the importance of this initial program, Dr. Allen and Dr. Hiatt of this Committee, and Dr. Robert E. Lee, and Miss Barbara Conroy (the same four-member team that developed the plan for continuing education of library personnel at WICHE) are willing to volunteer their services so that the only cost would be transportation, facilities and materials, i.e., institute expenses.

F. The initial TTT Institute must be self-supporting. The Committee suggests that each state library agency contract with WICHE's Continuing Education Program for Library Personnel to conduct the program and coordinate the follow-up aspects. Alternatively, each state library agency could pay WICHE a "registration fee" which would cover all institute expenses and participants' travel and expenses. In either case, funds not spent would become a resource bank to be administered by the National Committee. These remaining funds would be utilized for travel for the follow-up consultant activities. The four consultants would be available to consult with those state library agencies which were ready to set up personnel development programs for their staffs. The funds in the resource bank would be allocated by the National Committee

on the basis of need for consultant services and the state library's preparation. Since WICHE has the only currently existing regional continuing education program, it would be able to handle the necessary arrangements for the institute.

G. In addition to tapping their own budgets, interested state library agencies could seek funds for this program from LSCA and Higher Education Act Title II B. The 1970 Intergovernmental Personnel Act, though not yet funded, is another possible source. A group of state libraries could apply for a grant through their regional USOE Office to the Civil Service Commission for support of the TTT Institute.

It is further recommended that a National Advisory and Action Committee for Continuing Education of State Library Personnel be established. The statement of the Committee's functions (given below) relates to the continuing education needs of professional personnel working in state library agencies, but would be applicable should the Committee's responsibilities be broadened to include the continuing education of all levels of personnel working in all types of libraries. Indeed, it is hoped that this National Committee could serve as the prototype for a national committee for continuing education of all library personnel. The National Committee would be composed of eleven members, meet twice yearly, and have the following functions:

1. To be responsible for coordinating with the Continuing Education Program for Library Personnel of the Western Interstate Commission for Higher Education (WICHE).
2. To implement and test on the national level, programs and materials developed by WICHE's Continuing Education Program for Library Personnel.
3. To stimulate greater interest among library personnel in continuing education.
4. To develop a structure to assure continuity in continuing education.
5. To aid state library agencies and library schools in developing and implementing continuing education programs for library personnel.
6. To act as a clearinghouse for information on continuing education activities of interest to library personnel.

7. To work toward the establishment of a national office for continuing education of library personnel (not limited to either state library personnel, or to professional personnel).

The eleven members of the National Committee should include: the Program Director of the Continuing Education Program for Library Personnel (Western Interstate Commission for Higher Education), a full-time continuing education coordinator from a state library agency, two representatives of state library agencies to be selected from the participants at the initial TTT Institute, two representatives from the ALA Association of State Library Agencies, whose job requires having at least part-time responsibility for continuing education, two representatives from the ALA Library Education Division, involved in continuing education programs, a liaison member from the New England Board of Higher Education, a liaison member from the Southern Regional Education Board, and a liaison from the American Library Association, preferably the Director of the Office for Continuing Education when such an office is created; the Director of the Office of Library Education could serve in the interim. Where appointments do not represent specific job titles, the terms of appointment should be for two years. When a national office for continuing education is established, or if this Committee's functions broaden to include personnel other than state library professionals, then the Committee should review its structure and terms of appointment.

The Committee needs to be national in scope, but need not necessarily be an ALA responsibility. The Committee should, however, be related to a funding or action-oriented institution, organization, or agency. Both ALA and USOE suggest themselves, but it may be appropriate for WICHE to guide and "house" the Committee's activities during its gestation period. The National Committee could meet with the Advisory Committee of WICHE's Continuing Education Program for Library Personnel, but should be considered independent from it or WICHE's general library programs.

It is suggested that the initial TTT program be viewed as a "seed" program to get the entire project off the ground. The essence of the program would be realized in the continuing education programs conducted by the states themselves, through the use of the resource bank and other funds as available on a local basis. Thus, the initial program would "spark" the basis for continuing education in the states and regions by providing trained personnel, and the National Committee would be the continuing venicle to maintain and stimulate

interest in continuing education of state library personnel. The TTT program would be the first responsibility of the National Committee, which would take over guidance of the entire project from the present ASLA/LED Committee.

A final recommendation, which cannot be immediately implemented, is to facilitate the necessary development of materials to aid in the continuing education of state library personnel. Tapes, programmed learning texts, audiovisual and other educational equipment, and packaged programs for use in libraries in remote areas should all be prepared and tested. Such materials and programs would support the state trainers' continuing education efforts. Once an office for continuing education is established at ALA, materials developed for the program could also be a source of funds through sale to agencies throughout the country.

APPENDIX A

HUMAN RELATIONS LABORATORY TRAINING

Human relations laboratory training is designed to help each individual realize his own potential for growth more fully and to increase his ability to work effectively with others in a variety of situations. By learning how to develop effective teamwork, individuals can join forces to bring about organizational and community change and improvement. Skills for effective change efforts are outlined elsewhere in these readings. The following five factors are seen as important broad objectives of training:

Self-insight

Better understanding of other persons and awareness of one's impact on them

Better understanding of group processes and increased skill in achieving group effectiveness

Increased recognition of the characteristics of larger social systems

Greater awareness of the dynamics of change.

A training laboratory tries to create a climate encouraging learning, understanding, insight, and skills in the areas of self, group, and organization.

CONDITIONS FOR LABORATORY LEARNING

The following conditions need to be met in various ways if participants are to reach personal goals of improvement and change in insights, understandings, sensitivites, and skills.

Prese[illegible]ion of self: Until the individual has an opportunity to reveal the way he see[illegible]nings and does things, he has little basis for improvement and change.

Feedback: Individuals do not learn from their experience. They learn from bringing out the essential patterns of purposes, motives, and behavior in a situation where they can receive back clear and accurate information about the relevancy and effectiveness of their behavior. They need a feedback system which continuously operates so that they can change and correct what is inappropriate.

Atmosphere: An atmosphere of trust and non-defensiveness is necessary for people both to be willing to expose their behavior and purposes, and to accept feedback.

Cognitive Map: Knowledge from research, theory, and experience is needed and important to enable the individual both to understand his experiences and to generalize from them. But generally information is most effective when it follows experience and feedback.

Experimentation: Unless there is opportunity to try out new patterns of thought and behavior, they never become a part of the individual. Without experimental efforts relevant change is difficult to make.

Practice: Equally important is the need to practice new approaches so that the individual gains security in being different.

Application: Unless learning and change can be applied to backhome situations they are not likely to be effective or lasting. Attention needs to be given to helping individuals plan application.

Relearning how to learn: Because much of our academic experience has led us to believe that we learn from listening to authorities, there is frequently need to learn how to learn from presentation-feedback-experimentation.

The initial T-Group experience provides opportunities to explore traditional patterns of behavior.

In the T-Group a vacuum is created by the trainer's refusing to carry out the traditional expectations of his role: leadership, agenda, and procedure setting. Into this vacuum of lack of formal leadership and lack of clarity about goals and procedures, members rush in with the purpose of filling in the missing ingredients. Thus the first condition of training is met.

Each T-Group has as its task improving learning of each individual. For feedback to follow presentation of self, an appropriate climate needs to be developed. Legitimate opportunities for individuals to try out new ways of behaving need to be present. The T-Group and the Training Laboratory are designed to meet these conditions.

APPENDIX B

THE ADULT AS A LEARNER

In all educational activities under this program of education of the State Consultant, those to be taught will be adults. Consequently, this program assumes a true understanding of the adult as a learner. It seems appropriate, therefore, to identify the following characteristics of the adult learner:

1. Adults have had varied experiences--simply because they have lived longer;

2. The adult is oriented toward his immediate needs and the possible applications of his learnings;

3. The adult is usually problem-centered, rather than subject-centered, and demands relevancy of educational experiences. He wants to know how he can apply learnings to his immediate problem;

4. The adult differs from the child in the manner in which he pursues his role as a learner. He often considers the teacher to be a resource person, a stimulator who enhances learning through inquiry--rather than as a transmitter of knowledge; and

5. The adult has a desire to be self-directing and autonomous.

These concepts of adult education have implications for the design of a continuing education program. Ten adult training principles can be summarized:

1. Adults can diagnose their own needs and can identify for themselves what they need to know;

2. Adults must have a desire to learn. The adult must have a felt need that learning is required. That is, he must have recognized that there is a gap between where he wants to be and his present knowledge, skill or even attitude;

3. Adults will learn only what they feel they need to learn to achieve personal objectives--motivation. The adult must feel that learning will help him in some way;

4. The learning sequence should be strongly influenced by that knowledge which is necessary for the adult to advance from one phase of development to another;

5. Adults learn by doing, and effective learning does not usually take place by having someone lecture concepts. An adult must participate in the total learning process--including the establishment of the goals;

6. Adult learning centers on problems--and these problems must be realistic. This is the problem-centered, rather than the subject-centered, approach. His reason for learning is usually to cope with, or solve, a problem, much less than learning for learning's sake;

7. Experience effects adult learning. Learning involves a process of association with past experiences;

8. Most adults learn best in an informal environment. The physical and emotional environment should be one characterized by relaxation. As a rule of thumb, the more participation on the part of the adult, the better;

9. A variety of methods and techniques should be used in teaching adults. The lecture technique has its place, but a variety of group participative techniques is far more important; and

10. Adults can evaluate their own learning progress. Most adults want recognition of achievement. An adult usually enjoys being placed in competition, but not with himself. He is interested in learning--and competition with his fellows for grades can be an obstacle to learning.

Ultimately, learning is an individual phenomenon--with the learner selecting from a multitude of alternatives. Encouraging developments in the techniques of teaching offer new possibilities for effective learning in an independent, self-directed study situation. Programmed instruction, the teaching machine and computer assisted multi-media administered courses are examples of this newer technology. Combine these with the new concepts in group learning, including inter-personal relationships and laboratory methodology, and it is possible to create innovative learning environments. Therefore, the possibility of a person changing his behavior is enhanced more than was previously possible.

APPENDIX C

PROGRAM GUIDELINES FOR CONTINUING EDUCATION
OF STATE LIBRARY PROFESSIONAL PERSONNEL

A successful educational activity, or program of activities for state library professional personnel must be based on diagnosed needs of the participants, in this case the consultants and administrative/supervisory personnel.

1. *The program design considers the following factors:*

   a. Providing for a continuity of experiences which will promote and reinforce the development of particular skills, attitudes and knowledge;

   b. Providing a systematic and sequential progression of experiences at various levels of complexity to answer expressed educational needs;

   c. Providing educational experiences of a problem-oriented nature meaningful to the participant in application to daily work situations; and

   d. Incorporating presently available educational resources and supplementing and reinforcing library education programs in institutions of higher education and the continuing education opportunities offered by state agencies and professional organizations.

2. *A variety of educational methods and resources used in programming because:*

   a. Appropriate methodology depends on variable factors of specific objectives, content, level of presentation and the needs and interests of participants; and

   b. The experimental and evaluative nature of the total program is aimed at prototype testing of a wide range of educational methods and techniques. Participative program designs encouraging maximum learning possibilities will be stressed throughout. Among the methods which seem appropriate at this time are: self-study, correspondence courses, workshops and institutes, seminars, programmed learning, traveling institutes, etc. Each of these should be supported and reinforced by specifically designed materials.

3. *Educational opportunities developed as interrelated units of a long-term continuing education program:*

   a. Specific activities will encourage and support long-term planning as well as short-term objectives.

   b. Priority will be given to educational activities which have a multiplying effect, i.e., training trainers such as senior consultants and state librarians.

   c. Follow-up activities will serve to interrelate activities and to support the long-term planning objectives.

4. *Clearly defined, specific and practical objectives directed toward specific groups and concrete outcomes:*

   a. In order to clarify objectives and meet actual needs, potential participants will be involved in planning; and

   b. Objectives of programs may vary and change within the educational activity itself, if needs of the group are altered. Flexible programming is the key note.

5. *Activities strategically located and widely and clearly publicized in advance.*

6. *Evaluation of each educational opportunity offered:*

   a. Evaluation instruments will be incorporated in the design of activities to measure results with respect to the objectives of the program, its costs and the effectiveness of particular methodologies used; and

   b. Evaluation will measure the success and impact of the program and give direction for change, extension and expansion.

APPENDIX D-1

LIBRARY CONSULTANTS' SEMINAR
FOR THE STATE LIBRARY OF OHIO

State of Onio Library
The Ohio State University
College of Administrative Science

PURPOSE: To provide participants with an opportunity for increased knowledge and understanding of the objectives and role of the library consultants within the State of Onio library system and to provide the participants with increased administrative skills to improve their ability to perform their library consultant functions or tasks.

SPECIFIC OBJECTIVES:

1. To give participants a better understanding of the environment within which the State of Onio library system operates.

2. To achieve deeper insights into the overall State of Onio Library organization, objectives, and systems; and to achieve an increased understanding of the role of the library consultant and their clients within these library systems.

3. To provide the library consultants with an opportunity to gain increased knowledge of administrative processes and skills in relevant areas such as leadership techniques, problem solving, planning, communication, individual and group behavior considerations, conference leadership and training.

4. To expand the viewpoints of the participants by providing an opportunity to discuss and gain appreciation of the future trends and opportunities for library systems in general and the State of Onio library system in particular.

PARTICIPANTS: The seminar participants will be State of Onio library consultants or personnel closely associated with this activity.

FACULTY/DISCUSSION LEADERS: Subject matter presentations and discussion leadership will be provided by the faculty of Onio State University, visiting faculty from other universities, and representatives from the library profession as appropriate.

THE SEMINAR PROGRAM:

The program begins with a broad look at today's environmental forces which impact on the State of Onio library system in order to expand the viewpoints of participants so that they will be able to achieve a better understanding and deeper insights into subsequent instruction. Following this the participants will explore the questions of what they hope to achieve from the two-week program and what is involved in the management aspects of the consultants' role. The

second and third day are oriented toward broad administrative philosophies, principles and processes to provide participants with background information for subsequent instruction. The fourth through seventh days are devoted primarily to instruction that will give the participants an opportunity to improve their administrative skills. The eighth, ninth and tenth day focuses on discussions that will reinforce the participants' understanding of some of the major elements of the library consultants function, to explore some of the relevant questions that need to be resolved.

Participation

The meetings have been planned to provide a balance between presentation by discussion leaders and individual and small group involvement in the subject matter under discussion. Much of the value of the total program will be the result of contributions made by the individual participants. It is therefore essential that each individual cooperate to the fullest extent in the preparation of required assignments, attendance at all scheduled activities, and take an active part in classroom discussion and group exercises.

Daily Class Sessions

All general classroom activities will take place in the Ohio Union Buckeye Rooms, E. F. and G. Small study group discussions and exercises will also take place in these rooms. Classroom hours normally will be 8:30-11:30 am and 1:00-4:00 pm. There will be evening dinner sessions on Wednesday, November 5, in the Faculty Club (6:00-8:30 pm) and Tuesday, November 11, in the Ohio Union, Ohio C and D (6:00-8:00 pm).

Operation of Small Study Groups

The participants have been assigned to small study groups as shown at the end of this section. A study group chairman should be selected, who will lead the study groups' discussion, and represent the group in class sessions. The chairmanship may be rotated as agreed upon within each small group.

The individual members should participate and cooperate in small group activities to the maximum extent. Do not leave everything to the group chairman.

Meal Arrangements:

Breakfast - at participant's own time and expense. Participants residing in Archer House may eat in North Commons Cafeteria and charge their breakfast to the program.

Lunch - all lunches will be provided to participants in the Ohio Union Terrace Dining Room from 11:45 am - 1:00 pm. On November 14 a catered luncheon will be served in Ohio Rooms C and D (1:00 - 3:00 pm).

Dinners - the November 5 and November 11 evening dinners will be provided participants at the time and place shown in the schedule. Participants residing at Archer House may eat their other evening dinner in the North Commons Cafeteria and charge their dinners to the program.

Coffee Breaks - refreshments will be served twice daily during class breaks.

Dress

Participants are invited to dress casually during classroom activities and lunches.

Getting Acquainted

We believe it is important to the success of the seminar that everyone become well acquainted right at the start. To accomplish this, several things have been done.

1. You will be provided with a name badge which should be worn during seminar activities.

2. You will be given a large desk name plaque. This should be displayed at your classroom table position throughout the seminar so that it will be visible to the faculty member leading the discussion.

3. At the end of this section, you will find a roster containing the name and position of each participant.

4. You can broaden your range of acquaintances by making an effort to sit within different groups at lunches and dinners.

Program Evaluation

At the completion of the seminar you will be asked to provide us with your reaction to the program. Your constructive suggestions for improvement will be appreciated. A form will be provided for this purpose.

Course Administration

The program coordinator for The Ohio State University is Mr. Lawrence R. Pote, College of Administrative Science, Continuing Education Division. Mr. Pote will be present during class sessions and will be available for answering questions concerning any phase of the course administration.

APPENDIX D-2

PROGRAM FOR CALIFORNIA
IN THE
CONSULTANT RELATIONSHIP
FEBRUARY 9-11, 1970
SACRAMENTO, CALIFORNIA

PURPOSE:

The consultative process is always a personal relationship between a person or persons who are trying to solve a problem or develop a plan.

There are two major aspects to any consultative relationship:

* The work on the solution of the problem itself

* The relationship between the consultant and the client

The consultant always enters such a relationship as a person with authority, achieved either through position or role in the organization or through the possession of specialized knowledge. To achieve an effective consultant relationship, it is essential that he understand the nature of this power and develop skills to use it in a way that will be viewed as helpful by the person receiving the help.

A State Consultant entering a consulting or helping relationship must have the ability to diagnose the problem and goals of the client or organization and be able to assess realistically his own motivations for giving the help. He must also recognize the limits of his own resources to help in the particular situation.

The basic characteristic of the consulting process is that help is never really help unless and until it is perceived as "helpful" by the client on the receiving end--regardless of the good intentions of the Consultant.

Consultation involves the giving and taking of help in an interpersonal relationship. Like most human relationships consultation is a two-way process. The emotional interaction between Consultant and Client is a prominent determinant of the effectiveness of the relationship. Inevitably, personal emotional needs are brought to the consultative relationship, and depending upon their relationship, may be richly productive or it may fail altogether.

The primary purpose of this seminar is to provide a workshop experience for personnel in State Agencies so that they might increase their skill as consultantants by having the opportunity to share information with each other as well as develop new techniques of working with people and groups and methods of working with and solving individual problems.

OBJECTIVES:

1. To develop an understanding of the techniques of group process and how this information can be utilized in making them more effective on the job.

2. To provide an opportunity for the participants to discuss and share information about their common problems.

3. To practice the skill of group process in working with their problems in small groups.

4. To concentrate their efforts on one of their problems with an action program developed at the workshop and taken home for implementation.

5. To make the participants more aware of themselves and how they effect other people and groups.

6. To apply some of the techniques in solving and implementing their individual problem solution back on the job.

SEMINAR PROGRAM

Monday, February 9, 1970

6:00 - 7:00 p.m. - Dinner
- Introduction of Program

7:00 - 10:00 p.m. - Laboratory Learning
- The Client-Consultant Relationship
- Defining and Clarifying Problems

Tuesday, February 10, 1970

9:00 - 12:00 noon - Understanding Group Process
- Analyzing Group Process

1:30 - 4:30 p.m. - Using Group Process

7:00 - 10:00 p.m. - Communications
- Problem Session - Individual Solutions

Wednesday, February 11, 1970

9:00 - 10:30 a.m. - Group Process and Interpersonal Relations

10:30 - 11:30 a.m. - Back-Home Applications

11:30 - 12:00 noon - Review and Evaluation

SEMINAR CONSULTANTS

Dr. Lawrence A. Allen, Dean
School of Library Science
University of Kentucky
Lexington, Kentucky 40506

Miss Barbara Conroy
Human Relations Consultant
Graduate School of Education
Boston University
Boston, Massachusetts

APPENDIX D-3

NEW ENGLAND WORKSHOP FOR LIBRARY CONSULTANTS
September 1970

On September 7, 8, and 9 of 1967 The Workshop for Library Consultants was held on the campus of the University of Rhode Island at Kingston. It was planned and co-sponsored by the Graduate Library School of the University of Rhode Island and the Directors of the Library Extension Agencies of the New England States. The six states sent selected groups of consultants from their staffs. An average of seven consultants from each state attended for the full time.

The theme of the Workshop was chosen because of the serious need of training for the performance of consultant services. Since little had been done in New England in a concerted effort to provide for this training, it was decided to make the content as basic as possible. Four areas were chosen as a framework for participation: recognition of common problems, assimilation of materials, development of background preparation, and planned performance of individual service.

The methods used in the work sessions were planned to insure participation and also to demonstrate all the techniques available to a consultant who hopes to develop leadership in working with groups of people. Consequently the meetings utilized prepared talks by experts, the reactor panel, small and large group discussions, the demonstration, and role-playing in both carefully prepared and spontaneous situations.

From the vantage point of an objective outsider the chairman could see that what was important about this workshop was the immediate experience for the individual participant. Each was given the opportunity for association with people of similar responsibilities in a new and comfortable environment removed from habitual demands and familiar surroundings. During the three days each individual was part of a changing group of consultants urged to give thought to various areas of common interest, to ask questions, to comment, and to exchange ideas.

The Directors of the New England Extension Agencies are to be congratulated on their vision in providing this opportunity for their staffs to benefit from such a personal experience. It takes courage. There is a great temptation to instruct, to dominate, and to indoctrinate with one's own passionately held ideas and philosophy. It is the wise administrator who recognizes that informal communication and association are as essential as formal training.

PROGRAM

CONSULTANTS WORKSHOP

September 7

10:00 - 11:30	Registration - Burnside Hall
12:00 - 2:00	Luncheon - Student Union, America's Cup Room Keynote Speaker: Eleanor Ferguson - "The Potential of Consultant Work in Library Development"
2:30 - 4:30	General Session - Student Union, Room 200 Reactor Panel: Jewel Drickamer, Chairman Elizabeth Kingseed, New Hampshire Mary E. Dudman, Maine
6:30 - 7:30	Dinner - America's Cup Room, Student Union Guest Speaker: Professor John Stitely

September 8

7:30 - 8:30	Buffet Breakfast - Student Union, Dining Room
9:00 - 11:30	Work Session I - Student Union, Room 200 "Recognizing Common Problems" - Jewel Drickamer, Chairman
12:00 - 1:30	Buffet and Social Hour - Student Union
2:00 - 4:30	Work Session II - Student Union "Study of Materials" - Sam Molod and Mary Flynn Joint Chairmen
5:30 - 6:45	Dinner - Student Union, Dining Room
7:00 - 9:00	Work Session III - Student Union, Room 200 "The Consultant Packs His Bag" - Elena Horton, Chairman; Elizabeth Kingseed, Barbara Hubbard

September 9

7:30 - 8:30	Buffet Breakfast - Roger Williams Hall
9:00 - 11:30	Work Session IV - Student Union, Room 200 "State Librarian Consultant Meets with a City Library Board" - Alice Cahill
12:00 - 1:30	Luncheon - Roger Williams Hall, Pond Room Guest Speaker: Arlene Hope - "One Jump Ahead"
2:00 - 3:00	General Session - Student Union, Room 200 Evaluation and Recommendations: Sam Molod, Chairman

APPENDIX D-4

PUBLIC LIBRARY SERVICE FOR THE INNER-CITY DISADVANTAGED
A Title IIB Institute

Graduate Library School, Indiana University
and
Indiana State Library

PART I

OBJECTIVES*

1. Prepare attending library administrators and public service librarians to perceive and identify needs of the inner-city disadvantaged clientele by developing skills of perception and analysis in terms of the self, the library organization and the community environment.

2. Develop plans and procedures to effectively respond to ghetto needs in terms of library services through problem-solving procedures.

3. Develop administrative approaches for implementing innovative programs of library services to meet the needs of the disadvantaged.

4. Develop interpersonal and group process skills to be used as tools to assist in understanding, planning and implementing of action programs.

*These objectives should be tested carefully, modified and added to in the opening session, and be the basis for the final evaluation session.

PERSONNEL

Institute Leaders

Dr. Lawrence Allen, Dean, School of Library Science, University of Kentucky
Miss Barbara Conroy, formerly Denver Public Library
Dr. Peter Hiatt, Graduate Library School and Indiana State Library

Program Planning Resource Consultants

Mr. Hardy Franklin, formerly Community Coordinator, Brooklyn Public Library
Mrs. Eva Williams, Community Center Librarian, New Haven Public Library

Reaction and Resource Team

Miss Marcelle Foote, Director, Indiana State Library
Miss Abbie Heitger, Head, Extension Division, Indiana State Library
Miss Delaine Biddle, Consultant, Extension Division, Indiana State Library
Miss Jean Jose, Consultant, Extension Division, Indiana State Library

PROGRAM

Thursday, October 23, 1969

Allen and Conroy meet and brief state library personnel on their role as Reaction and Resource Team

2 p.m. General Session

Introduction and overview of Institute	Hiatt
Concept of laboratory learning Trainer contract; participant responsibilities Nature of program, flexibility, purpose of Steering Committee Test Objectives	Allen & Conroy
Self-perception Exercise: I am--You are (the Johari window), with stranger dyad	Allen
Work with group on learnings expectation sheets	Allen & Conroy

5-6 p.m. Happy Hour

Dinner

7 p.m. Evening Session

Lecturette: Aspects of a Community. What constitutes a community, how to look at one, how to know what you see. Hiatt

Peer groups dyads or multiples: Design your own learning experience for Friday in terms of structure, method, resources, analysis; report for group.

Resource people: Indianapolis Public Library Resource Team, Allen, Conroy, Hiatt

Evaluation Sheet

Friday, October 24, 1969

Trip to Indianapolis. Lecture (during bus trip) A Portrait of the Lower Class Hiatt

On return trip work with dyads with whom you planned the trip; discuss what you learned about yourself. What did you learn about the city?

Bus to leave at 8:15 a.m. In Indianapolis 10 a.m. - 4 p.m.
Return to Lodge at 5:30 p.m.

7 p.m. General Session

Sharing reactions to trip to inner-city
What did you discover about the learning experience you designed?
What did you discover about yourself?
What can you do with what you learned?

Evaluation

Saturday, October 25, 1969

Reaction and Resource Team and Institute staff meet prior to session for information exchange

9 a.m. General Session

Problem Solving
Overview of the steps; handout of worksheets — Allen

Coffee

Communications and feedback — Conroy
Interpersonal "tools" to facilitate work on problems
Evaluation

Lunch

2 p.m. General Session

Group Process. Functions that help groups — Allen & Conroy
Lecturette on task and maintenance
Fish bowl - use of observer tally sheets
Task: Design a follow-up trip to the ghetto utilizing your learnings from the first trip

Work with group — Allen & Conroy

Evaluation

5 p.m. Happy Hour

6 p.m. Dinner

7:30 p.m. General Session

Norms for the dyads: work anywhere and for any length of time, use resources (materials and people) as needed; combine dyads if useful from your point of view. Charge: Identify problems and causes

Reaction and Resource Team meeting

Sunday, October 26, 1969

	Morning given to sleeping, church, or whatever	
	Lunch	
2 p.m.	Dyads: Propose solutions, discuss solutions and decide	Franklin & Williams, Resources
	Dinner	
7 p.m.	General Session	
	Group Process: Dimensions of groups	Conroy
	Lecturette Fish bowl - With observer groups, one on T/M and one on dimensions charged with decide on what, who and how to report Task:	
	Evaluation	

Monday, October 27, 1969

9 a.m.	General Session	
	Evaluation process Lecturette Skill practice	Allen & Hiatt
	Lunch	
2 p.m.	Dyads: Planning action steps and evaluation process	Franklin & Williams, Resources
	Reaction and Resource Team plan Tuesday morning session	
	Dinner	
7 p.m.	General Session	
	The Change Agent in the Library	Hiatt
	Library Poverty Programs in Action	Franklin & Williams

Tuesday, October 28, 1969

9 a.m.	General Session	

What were learnings of the Institute
Reports of action plans developed

Hiatt &
R & R Team

Final evaluation form - written
Steering Committee to tally form

DESCRIPTION OF THE INSTITUTE[1]

The topic, the scheduling, the location, and the program itself were all planned by a group of representative librarians in Indiana. As Institute Director, I guided the planning discussions, but made every attempt to leave the actual decisions about the program to the planning committee. The whole committee included the heads of two of the largest public libraries in Indiana, the coordinator of adult services in another large public library in Indiana, the state librarian, the Dean of the Graduate Library School of Indiana University, and the author.

The Institute was designed specifically for public libraries in Indiana serving populations of 25,000 or more. In order to accomplish the goals of the Institute, the institute-planning committee determined that both the adult service librarian dealing with the inner-city ghetto and the head librarian should be present. Unlike the University of Washington Institute, we felt that there should be continual interchange between the public service person and the head librarian, so that the program could be developed together. The usual barriers of communication raised when budget is under consideration, and the necessary working with other librarians when returning back home, demanded a team approach. After arriving at the institute, these teams were almost always inseparable, and worked out the final program together.

The institute was divided into four parts. Part 1 lasted for one week and provided the foundation of the entire program. This part is described shortly. Part 2 consisted of back-home experimentation and exploration of the program developed. Part 3 brought the institute participants back together to discuss the problems and barriers encountered in attempting to implement their programs. And Part 4 is, in a real sense, still under way--a long-term evaluation of the impact and presentation of the results to other interested librarians in Indiana.

Some assumptions are made. The program-planning committee assumed that the potential participants were interested in improvement of library service for the inner-city disadvantaged; they assumed that these librarians were relatively knowledgeable about the problems, current programs, and characteristics of the

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[1] Peter Hiatt and Irving Lieberman. "Presentation to Aid Librarians Working with the Disadvantaged by Institute Directors with Information on Content, Methodology, Objectives, How Participants were Recruited, Problems, Impact, and Follow-up." USOE Institute on Library Education for Service to the Disadvantaged. Wayne State University, 1970.

inner-city ghettos with which they had been dealing; and it was assumed that the corporate know-how of the participants was considerable.

We did not bring in a sociologist to talk about what it is like to be poor, or a demographer or inner-city expert to describe the past, present and future of the inner-city, or even a black person to talk about being black, or a poor person to talk about being poor. Instead we concentrated at the beginning of the institute on ourselves. How did *we* perceive the inner-city ghetto dweller? What attitudes did *we* possess which could either help or hinder our efforts to make libraries effective instruments for alleviating some of the problems of the inner-city ghetto?

It should be noted, all of us were dealing with professional acquaintances and friends of a fairly long-time duration. Many of the participants had known and worked together in various capacities for a long time; all had in common knowledge about Indiana, its libraries, its economic, political, cultural environment. Assuming that administrators and public service librarians could work together candidly, the communication among participants started at an untypically high level. The members of the planning committee were also participants in the institute. So the planning process, itself, was a part of the institute. This was one way we assured ourselves that we were dealing with the real needs of the participants. Another way was with the methodology employed.

A reaction and resource team had as its only obligation throughout the first week the aggressive listening to participants to see that the program was meeting their needs. This, together with the somewhat more objective evaluation the team could bring, led to constant changes during the institute. This team met with the institute faculty every evening, occasionally more often, to discuss problems, how things were going, what we needed more of, what less of, etc., so there was constant feedback during the institute which, in a real sense, started with the planning committee a month before.

The objectives of the institute were obtainable and, for the most part, measureable. For example, a program developed to try out back home was one clear objective. Perhaps the key to this institute, however, was the goal of changing the behavior of participants upon their return back home. The "self-development" aspect of the institute was to several participants the most important benefit.

A look at the "Narrative Evaluation Report" of the institute submitted to the U. S. Office of Education reveals an enormous amount of material (and time) devoted to helping the individuals and the group develop perception about themselves and about the group. A mild form of sensitivity training, I suppose. The first two and one-half days of the institute had no perceptible information content.

Library concerns began to be more concretely expressed as we moved into the next part of the institute. Each individual had to learn how to identify and isolate a problem. How to construct a model for coping with this problem. And, finally, how to evaluate his model for change, adaptation, or yes, discard.

The public library teams examined the attitudes, conflicts and potentials of themselves as individuals, of the teams, and of their libraries in working with people different than themselves. As a kind of cap stone, or baptismal fire, if you will, the group went to the inner-city area of Indianapolis, and, moving in groups of two, four or six, experienced, as best an outsider could, a day in the inner city. Some teams went to bars, some to Salvation Army stores, some to restaurants, others to black bookshops, or simply wandered the streets and talked to individuals. The experience was designed not so much to gain additional information about the living and working conditions in the inner city, but rather to test our own newly-sensitized perceptions. The individual reactions were fascinating, but perhaps the general group reaction was the most interesting of all.

Prior to going to Indianapolis, the group expressed growing concern about the dangers of visiting the inner city, and as the bus approached Indianapolis, I felt compelled to tell the group that we were going to cancel the trip but first discuss our decision at the Indianapolis Public Library. By the time we sat down to discuss our misgivings and fears, and to identify what the problems were, the group had already decided to go.

What we later realized was that each of us, the leaders included, were indeed afraid of visiting the inner city, but that the real fear was not of physical violence, but rather the much more serious fear of making fools of ourselves. We all came back certainly somewhat changed, but more importantly, having learned that a risk is worth taking.

One brief lecturette was given at this point to review program planning procedures: identification of the problem, statement of a purpose, achieveable objectives, and evaluation.

Now the teams were ready to design programs to help the library in some way contribute to the alleviation of some inner-city ghetto problem.

At this juncture in the Institute, the fourth day, Hardy Franklin and Eva Williams joined us. They had been alerted that they would not be called upon to give any formal presentations. Rather, they moved from team to team and shared their expertise and insight based on many years of imaginative work with inner-city library problems. The communication process was continually observed by Larry Allen and Barbara Conroy; the needs of the group were continually reassessed by the resource and reaction team; but the bulk of the work now was done by the participants, with very real, individual guidance from Eva and Hardy. If you will look at the programs that resulted from this Institute, you will notice an extraordinary range of approaches. It was fascinating and inspiring to watch Eva and Hardy go from team to team, never imposing their attitudes or their programs, but helping each team more clearly identify the problem with which it was coping, and guiding them in more realistically approaching solutions.

The programs designed in Part I were gone over by the faculty of the Institute and quickly returned with comments and suggestions. Six months elapsed from the close of Part I of the Institute to the coming together again of the participants.

Part II of the Institute was a six-month implementation period. A discussion of the vicissitudes and successes of this phase is revealing in itself, and is described in the second part of the "Narrative Evaluation Report."

Six months later, then, the participants came back together again to look at their progress. Originally these sessions were conceived as the time to bring in a few outside experts who could help with the specifics of improving programming, of handling some of the sociological difficulties encountered, and so forth. However, it was clear on interim evaluation forms that this was not desired and probably not necessary. Indeed, when the participants came back together to discuss their programs, it was clear that they did not need a leader. The group got together and began working immediately, with the discussion moving from person to person, and the group, itself, taking control of the situation.

Each team described its program as modified, described how they went about implementing its program, and, depending on the situation, discussed successes, barriers, and problems. The direct and useful ways in which the group helped the teams was amazing to see.

In fact, the directness of communication and the honest desire to uncover and deal with the barriers which did exist in implementing programs made it almost embarrassing for two visitors whom we had invited. The group had asked that two of Indiana's leading public librarians not participating come to Part III to describe the programs which they had designed to reach the unreached, and especially to share with us in private some of the real problems and difficulties they had encountered. We also asked these two visitors to give us as clear a picture as possible of how they went about evaluating their programs.

One of these visitors was Mrs. Harriet Bard, Librarian of the Morrison-Reeves Public Library in Richmond, Indiana. Harriet and her library staff have long conducted one of the most sensitive and concerned library programs in Indiana. She described for us two of her programs, one dealing with the mentally-retarded child, and the other with low-income, disadvantaged blacks.

Ed Howard, Librarian of the Vigo County Public Library, very candidly and probably painfully, shared with us the mistakes as well as the positive outcomes of the "railroad car library" experiment.

The willingness of both these people to be totally candid about their successes and their failures, and to tell us of some of their founderings in trying to evaluate their programs, were a major contribution to our thinking. I would like to think that the kind of insights in the questions the participants asked were also helpful to these two resilient library leaders.

At the close of this phase of the Institute each of the teams had refined, redesigned, and in a couple of cases, actually scrapped, its original programs.

Part IV of the Institute is not yet completed. Originally the Institute planning committee saw Phase IV as a presentation of progress to the interested membership of the Indiana Library Association and Indiana Library Trustees Association. Actually, as we learned working together for a year, Phase IV will take a good deal longer. Hopefully, by correspondence, or better yet, in person, we

will all get together again in a year or so to see what really happened to those programs which looked to have real potential for success.

The Institute was a success. None of us can ever again turn back to where we were as individuals and as librarians when the Institute started. Each program showed some success, several rather dramatic changes in library philosophy and action. The participants are now cast in leadership roles in Indiana's continuing attempt to turn the focus of her libraries on people.

APPENDIX E-1

THE AMERICAN HOSPITAL ASSOCIATION

CONTINUING EDUCATION IN THE HOSPITAL FIELD[1]

The Foundation has supported many activities aimed at the improvement of services and patient care in the nation's thousands of hospitals and related health care facilities. Currently, two major national programs in continuing education are being so aided - the Hospital Research and Education Trust of the American Hospital Association (AHA); and the American College of Hospital Administrators. In Canada, support is being given to the University of Montreal for a continuing education effort directed to the needs of hospitals serving the French-speaking population of that country. Help is also being given to the Canadian Hospital Association and to the Canadian Nurses' Association for a joint program concerned with Nursing Unit Management.

A Multi-Faceted Approach

The importance attached by the Foundation to the need for continuing education in the hospitals field is well illustrated by the fact that the commitment in continuing education to the Hospital Research and Education Trust is the largest single grant ($1,869,520) ever made by the Foundation in the hospitals field. The breadth and diversity of approach is indicated by the following program segments:

I. Cooperating University Centers
II. Study Programs in Nursing Management
III. A Study of Correspondence Education in the Hospitals Field
IV. Development of Inservice Education in Hospitals
V. Clearinghouse of Information on Training Programs
VI. Correspondence Programs for Hospital Administration
VII. Demonstration Projects

The program has been described as a "Partnership for Progress," symbolic of the effort to involve many universities, state hospital associations, and others in a national dedication to the improvement of hospital care through continuing education.

One such manifestation of cooperative effort is AHA's cooperation with seven graduate programs in Education for Hospital Administration located at the Universities of Alabama, California, Michigan, and Minnesota, and Columbia, Duke, and St. Louis Universities.

Activities at these seven centers reflect a wide variety of program offerings in the hospitals field. Support through Foundation funds is for faculty and related program expenses at each of the universities.

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[1] Taken from 1967 *Annual Report* of the W. K. Kellogg Foundation

Alabama Center Nearly Two Years Old

The Center for Hospital Continuing Education at Alabama was established February 1, 1966, and is located in the School of Health Services Administration. While the Center took over the administration of the correspondence-residential program for administrators of small hospitals which was also established under the Hospital Continuing Education Project, the main activities of the Center during its first year were developed.

This Center has established two specific goals for its program: (1) professional growth and development of all health services personnel within its area of interest and (2) increased professional interaction between institutions of higher learning.

Columbia Aids Hospital Planners

In addition to its courses for directors of volunteers, administrators of small hospitals and department heads, the Center at Columbia University has initiated an educational program for hospital planners. Similar to the format of other hospital continuing education programs offered at Columbia, this course begins with a two-week-on-campus session, followed by a two-month period in which the participants work on an exercise in their own hospital. The course is concluded with a final on-campus session.

A special testing and evaluation project involving department head participants in a management development course was continued. When completed, it is hoped that it will give guidance to the field in the design of curriculum for assistant administrators and department heads.

Duke Features Institutes

The Duke University Center offered in 1966 a total of 16 continuing education programs. For the most part these were institutes covering such topics as nursing service management, executive development, Medicare, and trustee responsibilties. A total of 973 hospital workers attended these programs. The Center also continued its relationship with the Department of Industrial Engineering of the University of Michigan. In collaboration with Michigan, the Duke Center offered two educational programs based on the methodology of determining staffing patterns, which methodology was developed at the University of Michigan.

Industrial Engineering at Michigan

The University of Michigan was designated in the AHA program as a Center of Hospital Continuing Education on February 1, 1966, and serves a region which includes Wisconsin, Illinois, Indiana and Ohio as well as Michigan. A good portion of the early months of the Center's existence has been spent in program exploration and development.

The major programming effort to date is being conducted in collaboration with the University's Bureau of Industrial Relations. Entitled "Managing of Hospital Managers," this institute was offered five times in 1967. The Center also focuses particular attention on the programming possibilities resulting from pioneering work done on hospital staffing methodologies by the Industrial Engineering Department of the University.

Supervisory Training at Minnesota

One of the most significant experiments being conducted by any center is the University of Minnesota's supervisory training program undertaken in cooperation with several upper-Midwest colleges and universities. A survey of hospitals in the region indicated that an important unmet continuing education need was for supervisory training. The center's coordinator, working through nearby state hospital associations, interested five colleges in offering such a course. Cooperating colleges are: Marshalltown Community College, Iowa; United College, Manitoba; Willmar Junior College, Minnesota; Bismarck Junior College, North Dakota; Dakota Wesleyan University, South Dakota.

St. Louis Develops Executive

The major effort of the St. Louis University Center in the past year was the conduct of a Summer Program in Hospital Executive Development. This offering consists of three sessions of two weeks' duration for three consecutive summers.

In 1966, planning was also completed on an innovative management development program for Religious Superiors, i.e., Mother Generals and Mother Provincials. The Center is collaborating with the St. Louis University Department of Hospital Administration and the Catholic Hospital Administration and the Catholic Hospital Association in the conduct of this program, to be held in three two-week segments during the year.

Nursing Homes Draw California Attention

During the past year, the Western Center for Continuing Education at the University of California conducted, or was instrumental in having conducted, 17 educational programs in which there were 745 participants. In addition to its extensive programs for hospital personnel, the Center continues to intensify efforts to augment educational programs for administrators of nursing homes. Major emphasis is being placed on the correspondence-residential program format. The past year has also seen a considerable geographic distribution of programs in the state. This is in part due to the multiple campus structure of the University and existence of several conference centers.

Varied Activities by Partnership Participants

Other promising developments have occurred in several of the program dimensions of the "Partnership." For example, a "Correspondence-Residential Program" is designed for administrators of small hospitals who have not had the advantage of graduate study in hospital administration. In general, it follows a design of two two-week-on-campus sessions divided by a period of home study. The University of Alabama inaugurated a program based on this format in June of 1965. In its first two years some 70 administrators have been enrolled. The Center at the University of California initiated a similar course on the Berkeley campus in 1966 with over 70 students registered. The University has subsequently started three like programs on different campuses of the University for both administrators of nursing homes. The University of California is also cooperating with the

University of Washington in the establishment of a similar course to serve the Northwestern states. In addition to Alabama, California and Washington, it is anticipated that at least one other such program will be established in the coming year to serve another region of the country.

A national study to evaluate the role of correspondence education in the hospitals field was completed in late 1967. Undertaken by Pennsylvania State University, the report has reviewed in depth present correspondence offerings in the health field and will make appropriate recommendations for future development. The study may well influence the directions and emphasis of such courses in the coming decade.

Early in 1966, the first correspondence study series under the Nursing Management program became available. The series covers the following content: (1) Observing the New Patient, (2) Defining Nursing Objectives for Specific Patients. (3) Writing Nursing Care Plans, (4) Adjusting Nursing Care Plans, (5) Preparing for the Patient's Discharge and (6) Reviewing Nursing Care Plans for the Individual Patient. Each unit includes practice exercises designed for the reader to apply to specific patient's information discussed in the unit. The response of the field proved very gratifying to the sponsors--over 6,700 copies have been purchased for individual study or for use by hospitals for inservice training programs. AHA is now preparing further study plans to be available in the coming year. It has been decided, however, to discontinue the distribution of lessons for correspondence study and to concentrate upon hospital use as an integral part of inservice training because a larger number of nursing service administrative personnel can be reached through the distribution of material to hospitals rather than to individual students.

Still another facet of "Partnership for Progress" is aid for the development of more effective individual hospital inservice education efforts. The first aspect of this segment has been the preparation of a guide, Hospital Personnel Development: A Manual for Trainers. Also to be held are a number of regional conferences around the country, substantially based upon the manual, and also serving as its introduction to the field. Very closely related to the employer-training objective is a "clearinghouse" of information about training programs both in and out of the hospitals field. This service provides an up-to-date and voluminous source of data for many concerned agencies, hospitals, and individuals.

Many Demonstration Projects

Perhaps the diversity of approach of the "Partnership" is best demonstrated by the wide variety of programs being undertaken as "demonstration projects." At the University of Rochester a "clearinghouse of self-instructional materials for health care facilities" has been established.

Also included under "demonstration projects" is a special study being made by Tufts University concerned with behavioral concepts and their application to hospital continuing education. By agreement with the AHA, the University of Illinois is working on the development of a manual to be used for the evaluation

of short courses and institutes in the hospital field. Other "demonstrations" are experiments directed to the special needs of nursing service directors and also of hospital trustees. AHA also explored in 1966 the possibilities of television as a training medium for the hospital field. This was undertaken in cooperation with the United Hospital Fund and the Greater New York Hospital Association of New York City.

As an experiment to assist state hospital associations in the improvement of their inservice training endeavors, matching funds from the Foundation grant were provided by AHA to such associations in Arizona, Arkansas, and Louisiana to be used to employ full-time educational directors. In 1967 the Foundation made available additional funds that will permit the program's extension to six more states. It is hoped that, if successful, these demonstrations will prove to represent models which other hospital associations may emulate.

APPENDIX E-2

THE AMERICAN HOSPITAL ASSOCIATION

INNOVATIONS IN TRAINING AND EDUCATION

by Daniel S. Schechter[1]

What are the manpower training needs of smaller hospitals? Surprisingly, the preponderance of smaller hospitals in the United States is not matched by knowledge about their operating characteristics. Small size in itself is assumed to be of fundamental importance to everyday operations, but the hospital literature provides scanty documentation of distinct consequences. No systematic knowledge is available about existing patterns of training needs and realistic ways of meeting them in smaller hospitals. Much should be learned about existing needs as perceived by persons at all levels within smaller hospitals as well as being seen from such other informed perspectives as those of the medical staff, the boards of trustees, and state and local hospital associations.

Problems and Programs

If an equation had existed between demand for health services and supply of manpower to provide them, recent federal legislation would have created an imbalance. But expansion of health services, growth of prepayment, and rising public expectations during the past quarter-century set the stage for the present manpower crisis--without the passage of new legislation. Recent laws--whatever else their impact--have focused professional and public attention on health manpower needs.

New federal programs sponsoring training of health personnel reflect public concern and support for a much larger health care establishment than now exists. Federal participation began on a broad scale in 1963 when Congress passed the Health Professions Educational Assistance Act. In 1965 the Act was amended to include--in addition to the program of school construction grants and student loans--support for basic educational costs and scholarships for students in medicine, dentistry, pharmacy, optometry, and podiatry. Providing similar support to nursing, Congress in 1964 passed the Nurse Training Act. The Allied Health Professions Personnel Training Act, passed in 1966, extends financial assistance to allied health professions in the form of construction grants for teaching facilities, educational improvement grants, development grants, and traineeships for advanced training.

Even with this federal support for manpower education, however, the accomplishments that we hope for may be largely frustrated unless we face the hard fact that the qualified personnel needed in the highly technical health field are

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[1] From *Hospitals*, Journal of the American Hospital Association, vol. 41, June 1, 1967.

not now available in sufficient numbers. The Department of Health, Education, and Welfare has estimated that in December 1965 nearly three million persons were employed in health services and related fields. The vast majority of these persons are associated with hospitals. If predictions concerning the increased total investment in health care are realized in the next decade, the health field may rank first--it is now third--among American employers through a near doubling of personnel. The implications for hospital services and hospital educational programs are obvious.

Health manpower education is only part of the total U.S. educational system. The decisions that shape manpower educational developments and subsequent utilization are diffuse and not limited to the federal government or to the government sphere in general. Public and private responsibility for manpower development and utilization overlap. Educational policy for paramedical personnel, for instance, is now influenced by numerous organizations--educational institutions themselves, accrediting bodies, professional associations, federal agencies through grants and programs, and private foundations. The formulation of educational policy for paramedical personnel is a dynamic process. Because the initiative for educational policies and programs is decentralized, organizations in the health field must exert their efforts to influence these policies and programs on a continuing basis.

Hospitals long have been educational institutions, participating in the education of physicians and serving as the educators and trainers of nurses and other paramedical personnel. Hospitals today face new challenges, such as working out new relationships between hospitals and other educational institutions, improving on-the-job training, and offering personnel better opportunities for continuing education and refresher programs.

New Partnerships

Teaching hospitals, which now constitute the major resource for education of large numbers of health personnel, will continue to play an important role in paramedical education. The time is coming, however, when most high school graduates will expect to obtain at least two more years of general education, either before beginning a professional education or as a part of it. The American Council on Education expects college admissions between 1960 and 1970 to increase by 150 per cent, while the increase in college-age population will be only 50 per cent. College and university enrollments are expected to reach seven million by 1960 and more than 10 million only 10 years later. This trend means that the hospital will find the college and the university to be new partners in the education and training of many categories of health personnel. Collegiate programs will provide increased numbers of qualified personnel as well as instructors. About 40 health-related and paramedical programs have been defined as appropriate to the educational program of a community college, and there are now about 190 associate degree programs in nursing. The key to progress in collegiate programs will be an effective use of the patient care setting for those parts of the training process that can best be undertaken in the hospital.

Successful education for many health vocations will depend on preparation of students for various defined and accepted levels of functioning in the patient

care setting. The greatest benefit from training existing personnel can come from a redefinition and reevaluation of the present roles of skilled health care workers. Even where severe shortages exist, few efforts have been made to analyze existing tasks performed by professional or skilled workers.

Dividing Line Shifts

The dividing line between technological activities and professional activities is not static and is constantly shifting. One might determine, for example, the line between the responsibilities of the physician and the nurse as it exists in 1967, but by 1970 such a dividing line might no longer be valid. During this period, a number of functions now performed by physicians will most likely be transferred to the nurse. The consequence is that the task of defining the role of the paramedical worker and then formulating an appropriate educational experience is much more difficult than is usually conceived. This fact forces one to think much harder about the future in order to forecast the proper educational program for the nurse. This is most difficult to do, but it must be done. Otherwise, we will have a large number of nurses whose skills will be largely obsolete, and we will have made no permanent improvement in our current unsatisfactory situation.

Furthermore, as Eli Ginzberg, Ph.D., of Columbia University, said at a recent national conference on health manpower training: "Initial training can be important in helping you to recruit, but people are concerned about what happens to them after they get their first job. All first jobs have somewhat questionable quality and yield questionable satisfaction...Nobody is really interested in his first job. He is interested in what will happen over time. Unless you develop training systems that are geared to systems of promotion, that are geared to significant increases in wages and fringe benefits, you don't have a true training program. Your efforts will be largely wasted."

Many vocations in the health field have lacked upward mobility. This major problem must be faced; career "ladder" guides for health occupations are essential. If we can identify the modifications in educational programming needed to provide such upward mobility, experimental projects involving both a core curriculum and a ladder concept should be undertaken, perhaps involving a state university system that includes in its overall organization the administration of a statewide system of junior colleges. The more an individual can be encouraged to develop his full potential, the better. Many young persons aim too low, partly because they have no clear understanding of their own potential or of the opportunities open to them in the world of work.

At the same time, the present "dead-end" educational system does not permit the better students to move readily ahead. For example, a graduate of a three-year diploma school of nursing who has the potential of becoming a physician must virtually start over. We must somehow improve our services to young persons to help them understand the structure of health occupations and the ways to qualify for various positions. Hospitals and other health agencies must join with school systems to improve adolescent understanding of the world of work.

Hospitals and MDTA

Even with the expansion of educational opportunities for professional workers, it is clear that the manpower shortage will not be solved in the immediate future. Hospitals are responsible for making the most efficient use of their present personnel, upgrading them when possible, and training more aides, and a greater variety of aides. It has been estimated that in 1960 there were 375,000 active aides, orderlies, and attendants; in 1963, there were 410,000; and today, nearly 475,000 are employed in these three job classifications, most of them in hospitals.

After the federal government initiated the Manpower Development and Training Act (MDTA) in 1962, combined efforts by MDTA and hospitals were inevitable. Manpower for health is a cooperative program of the Department of Labor and Hospital Research and Educational Trust (HRET), an affiliate of the American Hospital Association. It provides on-the-job training for sub-professional health care workers. MDTA funds subcontracted to individual health care institutions provide training materials and salaries of trainers. The program operates on a nationwide basis. Programs under contract now involve approximately 900 trainees. At the same time, under a separate contract with the federal government, a series of training materials has been prepared and tested by the Hospital Research and Education Trust of New Jersey for use in the occupations of nursing aide, orderly, ward clerk, housekeeping aide, food service aide, psychiatric aide, and surgical technician.

Coupling Manpower for Health training with the Neighborhood Youth Corps and other programs of the Office of Economic Opportunity seems a logical further step to help disadvantaged persons who "graduate" from their initial training projects and need jobs. This coupling is not only beneficial to trainees but also to hospitals. Under the Neighborhood Youth Corps program, trainees are paid from federal funds during training; under Manpower for Health, hospitals receive reimbursement for salaries of instructors, but the hospitals pay the trainees' salaries.

Continuing Education

The same factors that make health care such a dynamic and exciting field are also responsible for its rapid technological and professional obsolescence. In practical terms, assistance must be provided so that a motivated individual can prevent professional or occupational deterioration. Knowledge quickly becomes obsolete unless there is provided, as part of an organization's personnel program, an opportunity for regular updating.

A significant subproject of HRET's Hospital Continuing Education Project (HCEP), supported by the W.K. Kellogg Foundation, has established seven regional centers of continuing education for hospital personnel in universities with graduate programs in hospital administration. The centers have been established at the University of Alabama, University of California, Duke University, University of Michigan, University of Minnesota, Columbia University, and St. Louis University. They represent a new concept in the structure of continuing education agencies in the hospital field. No attempt has been made to blueprint in detail the scope and function of the centers, but diverse approaches by which the centers plan and conduct programs of continuing education are in effect.

Continuing education for smaller hospitals is a primary concern of HCEP. Expansion of residential-home study courses for administrators is part of the project's program. Although 20 universities offer graduate programs in hospital administration, there is a need to train administrators who have not had graduate education, many of whom are in smaller hospitals. To fill this gap, the Universities of Alabama and California have undertaken programs modeled upon the plan developed by Columbia University and the Canadian Hospital Association.

Because the state hospital association is the logical agency to offer many programs in its area, HCEP has undertaken an experimental program with state hospital associations in Arizona, Arkansas, and Louisiana. HCEP is paying half the salary of a director of education in each state for a three-year period in an effort to stimulate an expanded educational program which, it is hoped, the state will carry on at the end of the support period.

Although hospitals and other health care facilities are staffed by technically competent persons, there is, especially in smaller hospitals, a severe shortage of sophisticated individuals to plan, administer, and teach in programs designed to improve job performance of hospital personnel.

The health services personnel problem cannot be met by traditional training methods only, because of the shortage of qualified teachers. But it is not a problem to be solved by government alone. A recent editorial in *Science* contained the following observation: "Education has profited from the efforts of senior scholars to improve course content. It has benefited from the growing support and involvement of the federal government. It can also benefit from the activities of its new ally, industry. A community of interest is evolving. If an effective partnership can be developed, the benefits to education can be great."

Steps to Take

We can see clearly, even now, what it is possible to do, although we are still uncertain about the effectiveness of certain new procedures. We can see the school of tomorrow blurring the traditional distinction between teacher and learner, both because of the increasing importance and practicability of self-instruction and the increasing use of a variety of instructors. There are three major approaches to use of individual instructional and self-instructional materials:

Television. Television, both open and closed-circuit, is proving successful in the whole field of education and in medical education. Significant experiments are also under way in nursing education. Expansion of subject materials and hours of broadcast time are urgently needed. With particular reference to materials suitable only for closed-circuit television transmission, the community hospital is where the maximum number of specialists in the health services field can be reached at the lowest cost.

Programmed Instruction. The expanding bank of programmed courses developed in book form or for machines offers new opportunities for hospitals and other elements of the health field. Programmed courses have been designed for profes-

sional personnel on such subjects as aseptic techniques, allergy, and the circulatory system. This technique would seem to be equally suitable for the teaching of subprofessional personnel in less complicated matters, such as bed making, room cleaning, moving of patients, etc. Programmed instruction can do little that the skilled educator cannot duplicate, but use of programmed instruction materials certainly could greatly help to relieve the burden on professions.

Correspondence Education. This method has the potential to provide the knowledge needed, since employees may not readily be spared for extended periods of outside study. It seems particularly applicable to hospitals that are distant from colleges and universities. Correspondence instruction may be undertaken while a person continues to hold his position, and it may be undertaken at the learner's convenience. Experience has been limited in the hospital field, and administrators frequently are not aware of general courses applicable to hospitals and of courses specifically designed for hospitals. Experimentation is needed in combining correspondence education with other instructional media, such as programmed instruction, films, and tapes.

Conclusion

In summation, the smaller hospital, grappling with an acute manpower shortage, must find ways to recruit, train, and use manpower more efficiently. Federal legislation aimed at increasing the supply of health manpower, such programs as Manpower for Health designed to raise the skill levels of personnel, such continuing education programs as HCEP focused on improving management skills of hospital personnel, and smaller hospitals' use of newer teaching methods and devices are all means of improving the manpower situation in these institutions that contribute so significantly to the health care of the American public.

APPENDIX F

Excerpts from *The Final Report of the Activities Committee on New Directions for ALA.* ALA, 1970

Doubtless, the area of library education wherein most remains to be done, however, is in non-formal post-professional training. The nature of the library need and the means for meeting that need are changing so rapidly that a librarian who permits his expertise to languish at a particular level for as short a time as five years risks finding himself obsolete. Enormous efforts must be expended to assure that all members of the profession be ever receptive to the need for change and do all they can do to keep their professional skills honed constantly to greatest effectiveness. Commitment to the continuing education of the profession must be made by the individual librarian, by the managers of libraries, and by the professional association--especially the ALA. The ALA can do little to gain commitment from librarians and library managers except by setting an example and exerting moral pressure upon them, but it can do much more than it has done to align its own huge resources and programs behind this critically important activity.

In a sense, the Association need not be reminded of its leadership responsibility in this important matter of continuing education; because in actuality much of the Association's program has since its beginning been directed toward the continual upgrading and professional growth of its members. Its extensive conference programming, publishing activity, and task-oriented committees, combine to make the Association by far the most active agency for library personnel development in the world. Accusations of Association non-interest are justified only in the sense that it has not in the past seen fit to bring together all of its activities concerned with continuing education under a single administrative oversight, so as to give them uniform organization, coordination, and direction. Such a move seems now to be called for.

The following are examples of ways in which the ALA could do more than it has done for the continuing education and professional growth of its members:

(1) sponsor a wide range of seminars and workshops, perhaps mounted regionally but outside of the annual conference, on issues of current or topical concern to librarians; the recent MARC II workshops and occasional joint programs with the regional associations might serve as prototypes;

(2) prepare packaged multi-media programs for professional updating that can be lent or rented to local libraries and to library agencies for use by their personnel;

(3) design and produce programmed instructional courses for sale to librarians who wish to improve the currency of their expertise or gain new professional skills or understanding; both these recommendations would seem to be natural extensions of ALA's existing publishing program;

(4) gain much wider promulgation than there has been in the past of the work done by ALA's clearinghouse for opportunities outside of ALA for the continuing education and professional growth of librarians;

(5) lend consultative and advisory, perhaps even support, services to local libraries and library agencies wishing to develop continuing education programs of their own;

(6) coordinate, articulate, and rationalize all ALA activities concerned with the professional upgrading of librarians.

Although covered by what has already been said above, one particular aspect of post-professional training is so needful of attention that in the eyes of the Committee it deserves special mention in this report. That is the need for management training for librarians who find themselves assigned to positions of administrative responsibility. It is patently false to assume that a good librarian will necessarily be a good manager, yet hierarchical promotion in many libraries appears to rely heavily upon this criterion. It appears essential that special effort be expended by the ALA to help facilitate the transition of good librarians into good managers when their duties and responsibilities call for it (pages 42-43).

A regional form of organization might well insure more democratic involvement of larger numbers of individual members, and attention could be paid to particular needs if the local units were set up to give attention to such matters. In such an organization, the concerns at the national level would largely be such major issues as legislation, intellectual freedom, library education, research, and international relations (page 73).

APPENDIX G

THE 1967 ALLERTON CONFERENCE ON STATE LIBRARY AGENCY CONSULTANTS

Recommendations of Discussion Groups Relating to Education of State Library Personnel[1]

XI. We recommend that appropriate divisions of the American Library Association (Library Education Division and Association of State Libraries) communicate to the U.S. Office of Education and to library schools the urgent need for institutes for state library consultants under Title II-B of the Higher Education Act; we further urge that the U.S. Office of Education give high priority to funding such programs, particularly those developed cooperatively to meet the needs of more than one state.

XII. We recommend formation of a committee (ad hoc if necessary) to propose topics for, and offer assistance in, institutes or seminars for state library consultants under Title II-B of the Higher Education Act.

XIII. We commend and encourage the establishment in accredited library schools of formal advanced programs beyond the master's degree which provide opportunity for specialized preparation for state library consultant work.

XIV. We urge that state library agencies develop and fund programs which will allow agency personnel to take advantage of opportunities for continuing education in their fields of specialization through attendance at short course, institutes, and regular academic courses.

XV. We recommend that all state library agencies establish and maintain lines of communication with library education agencies in their state and region through such means as joint appointments, dual sponsorship of continuing education programs, and cooperative service and research projects.

XVI. We recommend that state library agencies and library schools in geographical areas where suitable organizations already exist (such as the Midwest with its "Midwest State Library Agencies" and its "Library School Conference Group" under the Committee on Institutional Cooperation) should jointly forumlate long-range plans for educational programs for library consultants. Such programs should: (1) explore changing training needs of consultants, (2) plan training programs for different activities and levels of experience, (3) include both formal and informal learning experiences, (4) suggest ways of recruiting consultants into the program, (5) identify problems in released time, funding, and civil service requirements, (6) determine costs of such programs and find funding methods, and (7) provide procedures for periodic evaluation and reporting to the profession.

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[1] Garrison, Guy, ed., *Changing Role of State Library Consultants: Report of a Conference Held at Allerton House, Monticello, Illinois, November 26-29, 1967.* University of Illinois Graduate School of Library Service, Monograph Series No. 9, 1968.

APPENDIX H

LIBRARY EDUCATION AND MANPOWER[1]

Continuing Education

Continuing Education is essential for all library personnel, professional and supportive, whether they remain within a position category or are preparing to move into a higher one. Continuing education opportunities include both formal and informal learning situations, and need not be limited to library subjects or the offerings of library schools.

The "continuing education" which leads to eligibility for Senior Librarian or Specialist positions may take any of the forms suggested directly above so long as the additional education and experience are relevant to the responsibilities of the assignment.

Library administrators must accept responsibility for providing support and opportunities (in the form of leaves, sabbaticals, and released time) for the continuing education of their staffs.

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1 *Library Education and Manpower; a Statement of Policy Adopted by the Council of the American Library Association, June 30, 1970.* Chicago, Ill., ALA Office for Library Education, p. [8], paragraphs 33-35.

APPENDIX I

LETTER CONCERNING INTERGOVERNMENTAL PERSONNEL ACT

UNITED STATES CIVIL SERVICE COMMISSION

WASHINGTON, D.C. 20415

IN REPLY PLEASE REFER TO

YOUR REFERENCE

MAR 25 1971

Honorable Peter H. Dominick
United States Senate
Washington, D.C. 20510

Dear Senator Dominick:

This is the information you requested with regard to the letter you received from Peter Hiatt, Director, Continuing Education Program for Library Personnel, Western Interstate Commission for Higher Education. Mr. Hiatt has asked whether WICHE can apply directly for grants under the Intergovernmental Personnel Act (P.L. 91-648), and whether programs may be established under the IPA grant provisions to serve a group of States.

The Intergovernmental Personnel Act (IPA) does authorize the U.S. Civil Service Commission to make grants-in-aid to regional organizations representing member State or local governments, as well as to State and general local governments themselves, to help meet the costs of developing and carrying out programs to train those governments' administrative, professional and technical personnel. (See Section 304 of the IPA.)

The Commission may, however, make grants to organizations representing State or local governments only for programs that are requested by the affected governments. Further, training grants under the IPA are primarily intended to help meet State and local governments' training needs which are not met or which are inadequately met by other Federally-assisted training programs. IPA training grants must be coordinated with such other programs to ensure that available funds produce the maximum possible benefits and that programs administered under the IPA fill gaps and meet unmet needs. The Office of Education, Department of Health, Education, and Welfare, offers some training support for library personnel under the Higher Education Act as amended (P.L. 89-329 and P.L. 90-154). The Office of Education program offers assistance to participating institutions of higher education in providing training and retraining for library personnel and sponsors fellowships for persons enrolled in graduate library science programs. Consequently, whether or not the Commission would consider training for library personnel appropriate for IPA support would depend on the extent to which the WICHE program expanded or supplemented available assistance.

The IPA encourages cooperation between State and local governments and between State governments within regional areas in making use of IPA grant programs, and it provides Governors with an opportunity for taking a leadership role in developing and carrying out IPA programs. We suggest, therefore, that Mr. Hiatt discuss possible development of IPA-supported training for library personnel with the appropriate officials, such as the State Personnel Director, of the States which he feels WICHE could serve. It is basically the decision of the governments involved whether and in what form to undertake a regional IPA-supported training program.

At the present time there are no Federal funds available for the IPA grant programs. However, the President's budget request to Congress includes $12.5 million for this purpose for fiscal year 1972, which, if appropriated, would become available for application by States, localities, and other eligible organizations sometime after July 1, 1971, depending upon the timing of the appropriation legislation.

The Civil Service Commission is moving ahead to make the Act operational. A Commission task force is at work developing necessary guidelines and instructions for various IPA programs, with the advice and assistance of the major associations of State, county, and city governments, such as the Council of State Governments, the National League of Cities, and the National Association of Counties. With respect to grants, we expect to publish guidelines by July 1, 1971, and will send Mr. Hiatt a copy.

Enclosed for Mr. Hiatt's use is a copy of the IPA and Commission news release about it. If he wishes to discuss further any provisions of the Act, he is invited to contact the Denver Regional Office of the Commission, located in Building 20, Denver Federal Center, Denver, Colorado 80225, telephone (303)-233-2023.

Sincerely yours,

James J. McGurrin

James J. McGurrin
Deputy Director for Grants
Bureau of Intergovernmental
Personnel Programs

Enclosures